**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 5th** | | | **Date(s)**: |
| **Unit Title: Reading/Writing Apprentice** | | | **Corresponding Unit Task: Performance Task 3**  **“Create a Brochure”** | | |
| **Essential Question(s): Why do authors write informational texts?** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher:**   * Teacher notes from Task 2 * Brochure exemplar * Task 3 Rubric   **Student:**   * Copy of teacher’s notes from Task 2 * Students’ notes from Task 2 * Brochure template chosen | | | | **Audience**  **Genre**  **Informational text**  **Organization**  **Purpose**  **Summarize**  **Task** | |
| **Learning Experience(s)** | | | | | |
|  | **Reading**  **Standards:** RI5.10, RI5.1, RI5.9, W5.10, RI5.5  I Can Statement(s): I can name text structures used for brochures.  Instructional Plan:   * In groups, students will receive a real brochure and answer these questions in cooperative groups: * What is a brochure? * What are parts of a brochure? * What makes a good brochure? * How do you read a brochure? * What is the purpose of a brochure? * What is the text structure of a brochure? * What text features do you find in this brochure? * Teacher will then introduce the project the students will complete: a brochure of Colonial American apprenticeship. Teacher will introduce the different trades to choose from.   Use this link below to see a list of apprenticeships  <http://www.history.org/history/teaching/trades.cfm>   * The following information will need to be in the brochure:   Students will begin the process of creating their brochure to highlight their chosen field of interest. The brochure should contain the following:   * + Front Panel – Include the title of your craft/trade along with a picture. You may wish to include a slogan or quote. Make sure the cover is eye-catching to attract the reader’s attention.   + Back Panel – Include student name, date, grade level, school, and teacher name.   + Inside Panels 1,2,3 (Introduce Apprentice; Day in The Life; Tools, Vocabulary, etc. )   + Include a meaningful headline based on your craft/trade and text structure.   + Include pictures on the inside panels that enhance the main idea.   + Students will display their information using three different non-fiction text structures (*one per panel*). * Remaining Panel   + Students will list the sources referenced in the brochure. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Writing**  **Standards:**  **W.5.8-**Recall relevant information from experience or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  **I Can Statement(s):**  I can summarize what I’ve learned about a topic.  **Instructional Plan:**  Students are allowed time with print and internet sources to research information on their respective trades. Throughout their research, they will take notes on the attached template.  **Build background:**   * I will build students’ background knowledge about writing descriptive paragraph(s) by showing Power Point on descriptive writing.   **Modeled (I Do/You Watch):**   * I will briefly read aloud my notes from Task #2 while displaying them visually (PowerPoint or Elmo). * **Think Aloud Notes-** I will model taking the notes I’ve written from task 2 about my topic and transferring them into a descriptive paragraph. * I will create an Anchor Chart on ‘How to Write a Descriptive Paragraph’. * I will model where to put the paragraph in my brochure.   **Shared (We Do Together):**   * Students will be invited to help me add to my descriptive paragraph.   **Guided Practice (You Do/I Help):**   * Students will work in pairs to help me to continue to add to my paragraph.   **Independent Practice (You Do):**   * Students will locate the place in their notes they’d like to use for their descriptive paragraph. * Students will write their paragraphs. * Students will place their paragraph in their brochure. | | | | |
|  | **Word Study**  **Standards: L5.6, L5.4, SL5.6**  **I Can Statement(s):** I can determine and define important terms from reference texts.  **Instructional Plan:**  While researching, students decide which terms others might not be familiar with. Students then define and illustrate these terms as one panel of their brochure. | | | | |
| **Gradual Release of Responsibility:**   * Modeled * Shared * Guided Practice * Independent | **Speaking & Listening**  **Standards:**  **5.5-**Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  **I Can Statement(s):**  I can use pictures to enhance my writing.  **Instructional Plan:**  **Modeled (I Do/You Watch):**   * I will model selecting a picture for my paragraph. * I will model inserting the picture into the brochure.   **Independent Practice (You Do):**   * Students will select a picture for their paragraph. * Students will insert picture into their brochure. | | | | |
| **Closing/Summarizing Strategy** | * In pairs, students will tell what they learned about how to write a descriptive piece on their topic. * Students will rotate to a different pair and share again. | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| * Students create an “Apprenticeship Game” using a variety of apprenticeships learned about in this unit. * Students can create their brochure using Microsoft Word. | | * Students will use a paragraph frame to help them to organize/write their paragraph. * Depending on level, the number of sentences a student may write may vary (i.e., instead of whole paragraph, 2-3 sentences about topic). | | | * Students will use a paragraph frame to help them to organize/write their paragraph. * Depending on level, the number of sentences a student may write may vary (i.e., instead of whole paragraph, 2-3 sentences about topic). |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):** The brochure will serve as the assessment for this task. Use scoring rubric specifically for this unit/task. | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*

**Student Resources:**

Blacksmith

<http://voices.yahoo.com/the-colonial-blacksmith-most-important-man-in-24579.html?cat=37>

<http://www.anvilfire.com/FAQ-article.php?bodyName=/21centbs/a_day_in.htm&titleName=anvilfire.com%20Blacksmithing%20FAQs%20History%20Ledgends>

<http://www.ssdsbergen.org/Colonial/cooper.htm>

<http://www.pocanticohills.org/tradesmen/blacksmith.htm>

<http://www.mrnussbaum.com/13colonies/13trades.htm>

<http://www.ehow.com/about_4727729_life-colonial-blacksmith.html>

<http://www.prickettsfort.org/Resources/Blacksmithing%20of%20the%2018th%20Century.pdf>

<http://ezinearticles.com/?Colonial-Blacksmith&id=1822944>

Apothecary

<http://www.history.org/Foundation/journal/Autumn06/apothecary.cfm>

<https://sites.google.com/site/colonialjobs/apothecary>

<http://www.ssdsbergen.org/Colonial/medicine.htm>

<http://www.ehow.com/about_4576118_how-did-colonial-doctors-work.html>

<http://www.mrnussbaum.com/13colonies/13trades.htm>

<http://www.pocanticohills.org/tradesmen/doctor.htm>

Cooper

<http://www.ssdsbergen.org/Colonial/cooper.htm>

<http://www.mrnussbaum.com/13colonies/13trades.htm>

<http://www.history.org/Almanack/life/trades/tradecoo.cfm>

<http://colonialsense.com/Society-Lifestyle/Signs_of_the_Times/Cooper.php>

<http://villagecarpenter.blogspot.com/2010/04/ramona-vogel-cooper-at-colonial.html>

<http://www.history.org/media/podcasts_transcripts/CWPP_MScheetz.cfm>

Gunsmith/founder

<http://www.mrnussbaum.com/13colonies/13trades.htm>

<http://www.history.org/Almanack/life/trades/tradegunfou.cfm>

<http://shawneetrail.tripod.com/lessonplans/gunsmith.html>

<http://www.gunsmithingschool.org/history>

<http://cool.conservation-us.org/byorg/abbey/an/an07/an07-2a/an07-a201.html>

<http://www.prickettsfort.org/Resources/The%20Gunsmith%20and%20His%20Shop.pdf>

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| |  | | --- | | **Colonial Apprenticeship Brochure** | |

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| CATEGORY | **4** | **3** | **2** | **1** |
| **Writing - Organization** | Each section in the brochure has a clear beginning, middle, and end. | Almost all sections of the brochure have a clear beginning, middle and end. | Most sections of the brochure have a clear beginning, middle and end. | Less than half of the sections of the brochure have a clear beginning, middle and end. |
| **Spelling, Capitalization and Punctuation** | No spelling errors remain after one person other than the typist reads and corrects the brochure. | No more than 1 spelling error remains after one person other than the typist reads and corrects the brochure. | No more than 3 spelling errors remain after one person other than the typist reads and corrects the brochure. | Several spelling errors in the brochure. |
| **Content - Accuracy** | All facts in the brochure are accurate. | 99-90% of the facts in the brochure are accurate. | 89-80% of the facts in the brochure are accurate. | Fewer than 80% of the facts in the brochure are accurate. |
| **Graphics/Pictures** | Graphics go well with the text and there is a good mix of text and graphics. | Graphics go well with the text, but there are so many that they distract from the text. | Graphics go well with the text, but there are too few and the brochure seems \\"text-heavy\\". | Graphics do not go with the accompanying text or appear to be randomly chosen. |
| **Attractiveness & Organization** | The brochure has exceptionally attractive formatting and well-organized information. | The brochure has attractive formatting and well-organized information. | The brochure has well-organized information. | The brochure\\'s formatting and organization of material are confusing to the reader. |